



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

35 E. Wilcox Drive, Sierra Vista, AZ 85365

Omega Alpha Academy

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Underperforming
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Steve R. Carvalho
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 50
 Web Address : oaak12.org
 Phone Number : (520) 452-7965
 Fax Number : (520) 452-7966
 E-mail : scarvalho@oaak12.org

Mission

The mission of Omega Alpha Academy is to be among the top ten (10) academically achieving schools in Cochise County. The mission will be accomplished through the comprehensive implementation of curriculum, classroom management, and delivery (CCD)

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	Year 1
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü 40% of students meet or exceed the AIMS standards by emphasizing instruction which closely adheres to state standards, particularly in mathematics and language arts.
- ü In an effort to improve our entire curriculum, we are striving for 100% alignment of our curriculum to the Arizona State standards. Additionally, our curriculum is being vertically aligned throughout all grade levels.
- ü Implement the philosophy of Project Based Learning into pre-existing curriculum throughout all grades and classes in an effort to maximize student comprehension and retention.
- ü To improve english proficiency and content knowledge of our students, we are implementing Sheltered Instruction Observation Protocol (SIOP) in all classrooms.

Enrollment

October 1, 2004 School Year Student Enrollment : 63
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 63

Instructional Programs

- ü AP/Honors
- ü Afterschool Academic Lab
- ü On-Site Special Education
- ü School to Work Program
- ü Technology Based Learning
- ü Integrated Curriculum/Instruction 9-12
- ü Standards Based Curriculum
- ü Project Based Learning

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

OAA will preserve excellent classroom atmosphere so that every student can reach his/her learning potential. We will provide a rigorous academic curriculum aligned with State Standards. OAA Staff and Teachers will maintain consistent communications with parents/guardians in regards to both academic and behavior standards. This includes providing academic lab/tutoring to students falling below a "C" average in any class. OAA will instill Ethical and Moral values throughout our school grounds.

Parents

OAA asks parents to insure students attend school daily, attend all Parent-Teacher conferences, communicate with teachers and administrator on a regular basis and assist their child with daily homework. We believe all parents have something valuable to offer our school community. Parent involvement is an optimum goal in our students' education. All parents are strongly encouraged to join our PTA and participate in our extra-curricular activities to show overwhelming support of our programs.

Transportation Policy

No transportation at present.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü SSVEC Essay Contest Finalist - \$100.00 student award	2004
ü Student recognized at annual Rotary Club Awards Banquet	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	40	69846	100	100	100	673	664	699	50	64	21	10	14	11	40	22	49	0	0	18
All Students (Prior Year)	29	55	65934	100	100	100	458	461	492	81	79	43	8	13	18	12	8	24	0	0	15
Female	NC	25	34328	NC	100	99	NC	668	702	NC	57	19	NC	17	12	NC	26	51	NC	0	18
Male	NC	15	35509	NC	100	100	NC	655	696	NC	77	23	NC	8	11	NC	15	48	NC	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	--	28	23363	--	93	100	--	660	680	--	69	32	--	15	16	--	15	45	--	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	NC	34	62220	NC	100	99	NC	670	712	NC	58	16	NC	16	11	NC	26	53	NC	0	20
Limited English Proficient Students	--	NC	5834	--	NC	100	--	NC	612	--	NC	46	--	NC	20	--	NC	31	--	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	29	21421	NC	100	92	NC	655	686	NC	74	35	NC	15	15	NC	11	43	NC	0	7
Non-Economically Disadvantaged	NC	11	48489	NC	100	100	NC	690	704	NC	33	15	NC	11	10	NC	56	52	NC	0	23

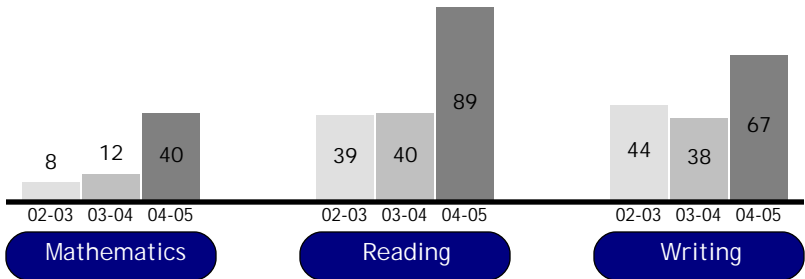
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	42	71311	100	100	100	701	663	694	0	19	7	11	41	21	89	41	63	0	0	9
All Students (Prior Year)	29	56	68162	100	100	100	480	478	509	40	40	18	20	27	24	40	33	51	0	0	8
Female	NC	25	34899	NC	100	100	NC	669	700	NC	9	5	NC	55	19	NC	36	66	NC	0	10
Male	NC	17	36430	NC	100	100	NC	654	688	NC	33	9	NC	20	22	NC	47	61	NC	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	--	32	24056	--	100	100	--	650	672	--	25	13	--	50	31	--	25	53	--	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	NC	36	63379	NC	100	100	NC	666	707	NC	16	5	NC	42	18	NC	42	68	NC	0	10
Limited English Proficient Students	--	NC	6402	--	NC	100	--	NC	596	--	NC	25	--	NC	44	--	NC	30	--	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	28	22243	NC	100	93	NC	653	677	NC	27	14	NC	42	32	NC	31	51	NC	0	3
Non-Economically Disadvantaged	NC	14	49157	NC	100	100	NC	685	702	NC	0	4	NC	36	16	NC	64	69	NC	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	43	70868	100	100	100	688	648	688	0	22	5	33	49	23	67	30	63	0	0	9
All Students (Prior Year)	28	56	67629	100	100	100	482	466	524	50	58	22	13	21	16	38	21	59	0	0	3
Female	NC	26	34710	NC	100	99	NC	661	697	NC	14	3	NC	45	19	NC	41	66	NC	0	12
Male	NC	17	36176	NC	100	100	NC	630	678	NC	33	7	NC	53	27	NC	13	59	NC	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	--	33	23868	--	100	100	--	635	670	--	29	9	--	54	33	--	18	55	--	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	NC	37	63054	NC	100	99	NC	656	701	NC	16	3	NC	52	20	NC	32	67	NC	0	10
Limited English Proficient Students	--	NC	6308	--	NC	100	--	NC	591	--	NC	19	--	NC	47	--	NC	33	--	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	28	21994	NC	100	92	NC	637	673	NC	27	10	NC	54	36	NC	19	52	NC	0	3
Non-Economically Disadvantaged	NC	15	48960	NC	100	100	NC	674	694	NC	9	3	NC	36	18	NC	55	67	NC	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	18	20	41	40	NA	NA	42	88	50	42	51
	Language	85	27	25	42	48	NA	22	42	88	41	41	50
	Mathematics	96	46	40	60	48	NA	29	63	88	41	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.40	Teacher	5.50
Other Professional Staff	.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	1	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	24%

Resources Available at School Site

Special Facilities

- Ü Computer Lab Plus 3 Computers per Class
- Ü Internet Lab for Parents and Students

Extracurricular Activities

- Ü Yearbook Committee
- Ü Student Government
- Ü Dance Committee
- Ü Co-Ed Community Sports
- Ü National Honor Society

Social Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students' academic growth showed at least one year improvement. Different grades showed one year or more of academic growth.
- ü OAA showed a very low incidence of disruptions due to violence.
- ü Our professional development for Teachers was consistent with our promises. Teachers were trained and attended different conferences to improve in different academic areas.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	43	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	63	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	12	0	1	6
Status Unknown ¹¹	7	0	1	4
Graduation Rate ¹²	50	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Incident #1 involved a student and the parent of another student verbally assaulting each other on school grounds. Incident #2, a student attempted bodily harm to himself with a small pocket knife. The local police were called in to retrieve evidence and investigate. OAA believes in a drug free, safe and healthy learning environment. OAA is very proactive in monitoring student behavior. OAA involves parents, local law enforcement, counselor's and the community in the education of our students.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy		
Community Resources	Steve Carvalho	(520) 452-7965
School Nutrition Programs	Kyong Jackson	(520) 452-7965
Parent Organization	Brenda Bland	(520) 452-7965
Student Health/Nurse	Liz Tuggle	(520) 452-7965

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.